

Living, Learning, and Working Now and Long Ago

Grade 2

GEOGRAPHY

2.1. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.

1. Understand how maps and globes depict geographical information in different ways. (G)
2. Locate the continents, regions, or countries from which students, parents, guardians, grandparents, or other relatives or ancestors came to Washington, DC. (G)
3. Identify the location and significance of well-known sites, events, or landmarks in different countries and regions from which Washington, DC, students' families hail. (G)
4. Explain the human characteristics of places, including houses, schools, communities, neighborhoods, and businesses. (G)

CIVIC VALUES

2.2. Students describe the rights and responsibilities of citizenship.

1. Identify the rights and responsibilities that students have in the school as citizens and members of the school community (e.g., right to vote in a class election, responsibility to follow school rules, responsibility not to harm one another, and responsibility to respect each other's feelings). (P)
2. Understand how one becomes an American citizen (e.g., by birth or naturalization). (P)
3. Define the meaning of words associated with good citizenship (e.g., *politeness*, *achievement*, *courage*, *honesty*, and *reliability*). (P)

2.3. Students explain governmental institutions and practices in the United States and other countries.

1. Explain the development and consequences of school and classroom rules. (P)
2. Explain how human beings went from developing rules for small groups to developing rules for larger and larger groups, including nations and states, then global communities.
3. Understand how the United States makes laws, determines whether laws have been violated, and the consequences for such laws. (P)
4. Identify ways in which groups and nations interact with one another to try to resolve problems (e.g., trade and treaties). (P)

2.4. Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in others' lives and have achieved the status of heroes in the remote and recent past. (P, S)

Teachers are free to choose whatever biographies they wish. Here are some suggestions:

Neil Armstrong, Joan Baez, Benjamin Banneker, Sitting Bull, Luisa Capetillo, Cesar Chavez, Linda Chávez, Roberto Clemente, France Anne Córdova, Frederick Douglass, Thomas Edison, Albert Einstein, Juan Carlos Finlay, Bill Gates, Alberto Gonzales, Dolores Huerta, Daniel Inouye, Abraham Lincoln, Thurgood Marshall, Cecilia Muñoz, Rosa Parks, Louis Pasteur, Colin Powell, Sally Ride, Jackie Robinson, Sacagawea, Jonas Salk, Harriet Beecher Stowe, Clarence Thomas, Harriet Tubman, Booker T. Washington, Walter Washington, Ida B. Wells, and the Wright brothers.

Pre-K	K	Grade 1	GRADE 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Economics
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Grade 2

CIVIC VALUES (continued)
<p>2.5. Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.</p> <ol style="list-style-type: none"> 1. Distinguish traditional food, customs, sports and games, and music from other countries that can be found in the United States today. (P, S) 2. Describe beliefs, customs, ceremonies, and traditions of the varied cultures, drawing from folklore. (P, S) 3. Explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry (<i>e pluribus unum</i>). (P, S) 4. Understand the significance of the Statue of Liberty and how many people have come to the United States, and continue to come here, from all around the world. (I, P, S) <p>2.6. Students describe the North American landscape, indigenous adaptations to it, and modifications of it.</p> <ol style="list-style-type: none"> 1. Explain the differences between native groups in different parts of North America. (S) 2. Describe how their organization corresponded to the environment. (G, S) 3. Reconstruct the daily life of a person in several native societies. (E, S)

(G) = geography
(E) = economics
(P) = politics and government
(R) = religious thought and ideas
(S) = social impact of events
(M) = military action
(I) = intellectual thought

**Kindergarten through Grade 2
Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade 2. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade 2. *In addition to the standards for kindergarten through grade 2, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

CHRONOLOGY AND CAUSE AND EFFECT

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context.
2. Students correctly apply terms related to time (e.g., *past, present, future, years, decades, centuries, millennia, epochs, and generations*).

GEOGRAPHIC SKILLS

1. Students use map and globe skills to determine the locations of places.
2. Students identify the human and physical characteristics of the places they are studying.
3. Students develop spatial ability by drawing sketch maps of the local community, regions of the United States, and major regions of the world.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
 2. Students pose relevant questions about events they encounter in historical documents.
 3. Students distinguish fact from fiction.
 4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.
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